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ABSTRACT

The State Board of Education Advisory Committee on the Education of Blacks in Florida authorized three studies which examine issues of special concern. In this study of the problems of black secondary students in Florida, three specific objectives were set: (1) to identify the problems encountered by these students; (2) to identify proposed solutions, and to identify what extent these solutions appear to be working; and (3) to make recommendations for improving the status of black students enrolled in Florida secondary schools. Data were gathered from a review of the literature, expert testimony, and student diaries. It was found that the problems these students experience fall into two broad-based categories--school related and personal concerns. Within these two categories were clusters of issues that change and interact with other clusters of issues. A brief analysis is presented of 14 specific problems faced by black students, e.g., teacher expectancy/attitudes, declining educational aspiration, pregnancy and drugs. A discussion is presented on various measures that have been taken to find solutions to some of these problems and suggestions are made for future research. Data collected for the study are presented in 19 appendices containing 11 tables, 5 figures, questions asked of expert informants, a diary completed by student sample, and categories of response key. (JD)

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A STUDY OF THE PROBLEMS ENCOUNTERED BY BLACK STUDENTS IN FLORIDA SECONDARY SCHOOLS AND PROPOSED SOLUTIONS

FLORIDA INSTITUTE OF EDUCATION
OCTOBER 31, 1987

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TABLE OF CONTENTS

	Page
The Problem	1
Purpose and Procedures	3
Outcomes of the Study: An Overview	8
Analysis of Problems	10
Proposed Solutions	33
Suggestions for Future Research	43
Limitations of the Study	44
Conclusion.	45

Preface

The State Board of Education Advisory Committee on the Education of Blacks in Florida has as its focus the improvement of the educational attainment of blacks and other minorities in the State of Florida. Because few studies have been conducted which specifically address the status of black students in Florida, the Executive Committee of the Advisory Committee has authorized three studies which examine issues of special concern:

1. A study of the problems encountered by blacks enrolled in Florida secondary schools and proposed solutions to the problems;

2. A study of blacks in science and technology courses and programs in Florida's secondary schools, community colleges, and colleges and universities; and

3. A study of factors influencing blacks going on to graduate and professional schools.

This preliminary draft describes the purpose and procedures of the first of the three studies, along with its outcomes and recommendations.

A STUDY OF THE PROBLEMS ENCOUNTERED BY BLACK STUDENTS IN FLORIDA SECONDARY SCHOOLS AND PROPOSED SOLUTIONS

The Problem

Today's youth live in a complex society and are called upon to face a number of perplexing social problems. These problems, inevitably, have an impact on the educational system. Problems such as drug abuse, discipline, dropping out, teenage pregnancy--all have potential to limit the benefits which might otherwise be attained from full participation in educational opportunities.

These social problems are compounded by Florida's rapid population growth. During the 1970s, Florida's population increased by an average of 3.6 percent annually--a figure about six percent higher than the growth rate during the previous decade.[1] Table 1 (Appendix A) shows the population estimates by race for 1982-1985. Table 2 (Appendix B) shows Florida's PK-12 student enrollment, by race, for the years 1977 through 1985.

Florida's population has continued to increase, showing only a slight decrease in the growth trend of the 70s. The estimated population increase for 1985 was up 3.3 percent from 1984 and 15.6 percent since 1980.

Comparing Florida's population to that of the U.S., the nonwhite population was 16.2 percent of the state total in 1985, compared to the U.S. percentage of 15.1. Both whites and nonwhites had growth rate declines when comparing the 1980-85 annual averages with those for 1970-79 data. Nonwhites

constitute 22 percent of the 15-19 year old age cohort of interest here. A recent report by the Education Standards Commission projected dramatic increases in Florida's minority student enrollment by the year 2000.

The impact of two decades of population growth on Florida's educational system is profound. Commissioner of Education Betty Castor projects that 60,000 new students will enter Florida's schools in the coming year. Resources which are already strained will be even more strained, making it imperative that those responsible for education in the State renew their resolve to provide quality education to all of Florida's young people.

While national trends support that blacks are making gains in educational achievement, there are indications that black students in Florida's secondary schools experience problems which need to be addressed. For example, a recent task force report cited disproportionate numbers of black students being suspended or subjected to corporal punishment.[2] Other issues, such as achievement patterns, grade retention, and graduation/dropout rates also need to be examined.

Many variables interact strongly with schooling. Ability, family status, communication skills, and so on, all influence the likelihood of educational attainment. Problems encountered by black students, whether personal or school related, become barriers which may preclude their equitable participation in education. These problems and their solutions need to be identified.

Purpose and Procedures

The Florida Institute of Education's study of the problems black students encounter in Florida secondary schools and proposed solutions addressed three specific objectives:

1. To identify the problems encountered by black students enrolled in Florida secondary schools;
2. To identify proposed solutions, as well as to what extent these solutions appear to be working; and
3. To make recommendations for improving the status of black students enrolled in Florida secondary schools.

Since a comprehensive look at the problems of black students in Florida's secondary schools was desired, a variety of approaches was incorporated into the data gathering process. The following strategies were used.

1. Review of the Literature

Because it is helpful to know what others have accomplished in examinations of related topics, a review of the literature was conducted. Included in this review were library references, government documents, institutional reports, and statistical summaries.

2. Expert Testimony

Expert testimony was gathered from two perspectives: participants in Precollegiate Program Workshops, and a cross

section of recommended informants from various levels of participation in education across the state.

a. Precollegiate Program Workshop Participants

The primary goal of the Florida Institute of Education's Precollegiate Program is to increase the numbers of Florida's black high school graduates who go on to college. Toward this end, the Precollegiate Program provides workshops for those whose responsibility it is to work with and prepare black high school students for college. Typically, make-up of these workshops includes principals, superintendents, teachers, parents, paraprofessionals, community leaders, and often, student representation.

One of the activities of the workshops is to ask participants to identify barriers, or constraints, which have an impact on college attendance by black students. Barrier lists generated by workshop particpants representing 37 schools throughout the state were examined for this study. The lists were compiled from workshops held in 1984 through 1987. From the lists of barriers, items were recorded and distributed among eight categories: personal factors, school factors, support mechanisms, socio-economic factors, information/communication factors, academic preparation, family situation, and race.

The majority of the 37 schools represented in this study were predominately white, with only seven schools having black enrollments of more than 50 percent. However, three schools

with total enrollments between 1,000 and 1500 had black enrollments in excess of 90 percent.

b. Telephone Survey of Informants

It was considered important to interview those who have direct contact with Florida's black secondary students, such as program staff, and to interview those responsible for planning and delivery of educational services, such as district officials.

Twenty-nine structured telephone interviews were conducted with subjects who were either currently employed or previously employed in educational institutions. Subjects were randomly selected from a pool of recommended informants across the state.

Demographically, the subjects included 13 black females, 8 black males, 7 white males, and 1 white female. They represented 4 levels of participation in education: 4 were employed in state level positions; 5 held district level positions; 10 (comprised of 5 principals and 5 counselors) represented school level employees; 2 were involved in community based programs, and 8 represented community oriented intervention programs hosted by institutions of higher education.

Subjects were asked to answer 12 questions (Appendix C). The questions focused on the identification of problems encountered by black high school students and the sources of these problems. Responses were organized and categorized within seven categories: personal factors, school factors, support mechanisms, socioeconomic considerations, information and communications, academic preparation, and family situations.

In addition to identifying problems encountered by Florida's black high school students, the telephone survey included another area of inquiry--the identification of programs designed to alleviate the problems or proposed solutions to the problems.

3. Student Diaries

Finally, those who are the focus of this study--the black high school students--were surveyed in order to obtain the perspective of the students themselves.

Because accessibility and time were of importance, one school within the State's Panhandle area was selected for this study. One hundred ninety-five (195) tenth grade students at this school were asked to complete a questionnaire (see Appendix D), or "diary," which asked three questions. The same students were asked to complete this form on four successive days. In this way, it was possible to obtain a picture of the kinds of concerns black students were experiencing over a four-day period.

Student participation was voluntary. Minor variations in racial make-up of the sample occurred on subsequent days, with a slight increase in the proportion of white students completing, accompanied by a slight decrease in the number of black students completing. Black student participation ranged from 89 percent of the sample on Day 1 to 77 percent of the sample on Day 4. Data analysis was based on black students' responses.

The questionnaire was designed to elicit three kinds of information: (1) the most important thing that the student had dealt with on the preceding day; (2) the biggest school-related

problem the student had experienced on the preceding day; and (3) the best thing that had happened to the student on the preceding day. Such questions acted as prompts to discover what issues were of importance to students.

Responses to these questions were categorized into fifteen different categories (see Appendix E), and the aggregate frequency of responses in each category was calculated (Tables 3, 4, and 5, appendices). This treatment of the data permitted a determination of the most frequently occurring problems/concerns impacting on the student sample.

This multi-method approach to data gathering provided a broad base of information on which to identify problems and the proposed solutions to those problems, as well as the extent to which the solutions are working.

Outcomes of the Study: An Overview

Black students in Florida's secondary schools are experiencing a number of problems which may "rob them of their educational birthright." The problems they experience fall into two broad categories--School-Related, and Personal Concerns. Within these two categories are clusters of issues whose boundaries are not static, but rather are changing and interacting with other clusters of issues.

School-Related Problems

1. Black students' performance on standardized measures of educational achievment lags behind that of whites and Hispanics.

2. Black students experience grade retention, suspensions, corporal punishment, and expulsion at rates disproportionate to their relative proportion in Florida's total school population.

3. School resources often do not provide adequate support from student services personnel, such as guidance counselors, school psychologists, social workers, and occupational specialists.

4. Teachers may not have received adequate training in classroom management strategies, resulting in discipline problems which, in turn, may lead to reduced academic achievement.

5. Teachers may not be demonstrating adequate interest in student achievement, or they may have reduced expectancy levels for students they perceive to be in a lower socioeconomic status.

6. There is a serious lack of minority teachers who may serve as role models in the classroom, and an even more dramatic

lack of black male teachers.

7. Dropping out is a major problem. While blacks have shown minor increases in their graduation rates following a low point in 1980, their graduation rates still lag behind those of whites and Hispanics.

8. There is no consistent requirement that exit interviews be conducted with students who are dropping out.

9. The percentage of black students who make plans for postsecondary education has been gradually decreasing.

10. Black students may experience placement in mentally handicapped programs at rates disproportionate to their relative proportion in the total school enrollment. Conversely, black students are less likely than whites and other ethnic groups to be placed in programs for the gifted.

Personal Concerns

11. Teenage pregnancy is a problem of major proportions and is inextricably linked to dropping out.

12. Drug use may be having an impact on black students' educational achievement.

13. Black students may be attending to their developmental needs (e.g., developing relationships with the opposite sex) to the detriment of attending to their academic needs.

14. Black students may be impacted by negative family situations, for example, lack of encouragement to continue in school, financial difficulties, or responsibilities for younger

siblings which infringe on time available for study or extra-curricular activities.

Analysis of Problems

The data gathered for this study provide considerable insight into the problems just identified. In analyzing these problems, it is important to remember that, in all probability, no single problem occurs in isolation; rather, it may be interrelated to and interacting with other problems.

Problem No. 1: Black Students' Performance on Standardized Measures of Achievement.

An important aspect of evaluating the status of any sub group is to look at its educational attainment in comparison to other groups, as measured by standardized measurements. In the State of Florida, the legislature has enacted a requirement that all students be tested for minimum skills attainment in grades 3, 5, 8, and 10. Because the legislature and the Department of Education have been revising the skills and the standards against which students are measured, no comparative data are available for the years prior to 1984. However, the performance results for Florida's 10th grade students on the SSAT I, the SSAT-II Communications, and the SSAT-II Mathematics are available for the years 1984, 1985, and 1986. Figures 1, 2, and 3 (appendices I, J, K) display the percentage of students meeting minimum standards, by ethnic group.

Statewide, higher percentages of 10th grade white students are passing the minimum performance standards on the SSAT-I (see Figure 1) than are black students. In 1984, 13 percent fewer blacks met the minimum standards; in 1985, 11 percent fewer blacks met the minimum standards. The most recent data--1986 results--show that 9 percent fewer black students are passing the minimum standards. Hispanic students fare better than blacks in comparison to whites, trailing them by 6 percent in 1984, 6 percent in 1985, and 6 percent in 1986. Even though there is a slight downward trend in the disparity between black/white percentages passing, the magnitude of the disparity is cause for concern.

With regard to the SSAT-II Communications 10th grade assessment (see Figure 2), the DOE data show that in 1984, 23 percent fewer blacks than whites met the minimum standards; in 1985, 22 percent fewer blacks met the minimum standard, and the 1986 data show 18 percent fewer black students meeting the minimum standard.

The assessment of students on the SSAT-II Mathematics portion (see Figure 3) reveals similar patterns. In 1984, 23 percent fewer blacks than whites met the minimum performance standards; in 1985, 22 percent fewer; and in 1986, 24 percent fewer blacks than whites successfully met minimum performance standards. (It should be noted that all ethnic groups except Other experienced losses from 1984 to 1985--a phenomenon which

the DOE report suggests may be due to the use of a revised set of test items in the 1985 assessment.)

There has been no attempt to isolate variables which might explain the differential in performance between white, black, Hispanic, or Other groups. However, it is of concern because of the potentially far-reaching effects on the educational attainment of these students.

Problem No. 2: Black Students' Rate of Grade Retention, Suspensions, Corporal Punishment, and Expulsion.

According to a study conducted by a state-appointed Task Force on Truancy and Discipline in 1984, Florida has been identified as one of the states most likely to punish students corporally. Data published by the Office of Civil Rights show that one out of every eight public school students in Florida receives corporal punishment in a typical year, while the national average is one out of 28.

Black students, for the past five years, have averaged 23 percent of Florida's total student population; yet the rate of retentions, suspensions, corporal punishment and expulsions for blacks over this same time period is consistently disproportionate, with black rates averaging 38 percent of total retentions, suspensions, corporal punishment, and expulsions (see Tables 6 and 7, appendices L and M).

Of concern also are the reasons for the disproportionate number of grade retentions. A lack of alternative education programs for those who are unsuccessful in the "normal" school

environment was still another problem identified by the Task Force. Alternative education programs provide a different learning environment and different learning strategies for students who are unsuccessful in the regular classroom environment. Based on data showing greater frequency of problems at middle schools, it would seem that these are crucial years for identifying target groups for alternative education programs.

Similarly, compensatory education programs, which are programs designed to help students who have fallen below grade level "catch up" at their own pace, offer an alternative to grade retention. The U. S. Department of Education calculated that it costs only $500 to provide a year of compensatory education to a student before he or she gets into serious academic trouble. It costs over $3,000, however, when one such student repeats one grade once (based on 1983/84 costs). These figures, along with the probability that students who repeat grades are more likely to drop out, strongly support the value of compensatory education.

Problem No. 3: Inadequate Student Services Resources.

Student services personnel, such as guidance counselors, school psychologists, social workers, and occupational specialists, are often assigned excessively high case loads, or assigned clerical tasks which infringe on the time spent with students, performing guidance related functions, according to findings of the Task Force on Truancy and Discipline referred to earlier. A 1985 report published by the National Association

of Social Workers, titled The Human Factor: A Key to Excellence in Education quoted Judith Byrne as follows:

> School social workers, school psychologists, guidance counselors, school nurses, and attendance officers trained to work with children and their problems are basic to the school discipline issue. Without this professional team working in conjunction with teachers and administrators, we are simply applying a superficial solution to a problem that could disrupt all efforts to achieve educational excellence throughout our system of public education. (p. 12)

This tying together of the issue of student services to discipline is a case in point with regard to how the problems identified by this study are interrelated.

Problem No. 4: Teacher Training.

The Task Force also pointed out that current teacher education programs generally provide only minimal attention to training which enables teachers to deal effectively with management of student conduct in the classroom. Typically, the training provided is included as a short unit within a methods course and may consist of as little as three hours directed toward classroom discipline. Yet, effective management of the classroom may result in improved student behavior, and ultimately, increased achievement, thereby influencing the dropout rates.

A recent report by the State's Education Standards Commission made recommendations which would strengthen the practical experience component of teacher education programs in the state. If carried through, these recommendations would provide additional opportunities for teacher education students to acquire classroom management skills.

Problem No. 5: Teacher Expectancy/Attitudes.

Another variable which may impact on black students in secondary schools is that of teacher expectancy. In a report from the Board of Inquiry, a national group which examined barriers to educational excellence, it was pointed out that studies of classroom interaction reveal significant differences in teacher expectations and behaviors toward students, based on the perceived social class of students.

In a 1982 survey of 102 black high school students and recent black high school graduates, Dr. Grann Lloyd, University of North Florida Research Professor of Economics and Business Administration, found that 58 percent of the respondents identified as a problem the lack of interest by teachers and administrators in whether black students learn or not; 37 percent cited a low opinion held by teachers and administrators of black students' abilities. Dr. Lloyd noted also that whereas the respondents levelled these charges primarily against white public school teachers and administrators, apaproximately one-third of them were equally critical of black teachers, with respect to these problem areas.[3]

The concept of teacher expectancy is of tremendous importance. A report published by the U. S. Department of Education in 1986 cited numerous studies which found that students tend to learn as little or as much as their teachers expect. The students from whom teachers expect less are treated differently. Such students typically may be seated farther away from the teacher, receive less direction, have fewer opportunities to learn new material, and are asked to do less work.

Even the nature of questions asked may be different--more basic and less thought-provoking. And if they answer incorrectly, these sudents may be given less help. Yet, when provided with the opportunity to answer more challenging questions, they contribute ideas and opinions.

A related issue is that of "tracking." The report of the National Coalition of Advocates for Students (1985) noted that early differential treatment of students has a long-term effect on their schooling. First or second grade children who are tracked by teachers' judgements of reading and arithmetic ability or by some testing mechanism are likely to remain in the assigned track for the duration of their schooling.

The issue of teacher expectancy is no doubt far reaching in its impact. If those students from whom less is expected learn less, their chances for success in higher education are diminished. Alexander Astin's 1983 national survey of freshman students noted that 58 percent of students surveyed reported

that the grading they received in high school was too easy. This seems to support that the students themselves recognize that they are not being challenged to perform to their fullest potential.

One might question whether it is contradictory to espouse compensatory education programs on the one hand, while suggesting on the other that teachers demand more, not less, of their students. There need be no contradiction, however, if one assumes that higher expectancies early on lead to enhanced performance which might reduce the need for compensatory education programs in the long run.

In this regard, while the focus of this study is on problems of black students in secondary schools, it is necessary to at least acknowledge that some of the problems blacks experience may have taken root in earlier educational settings. Consider, for example, that black students are placed in classes for the mildly mentally handicapped at rates more than three times those of white children. Conversely, they are less likely than white students to be appropriately placed in programs for the gifted. Moreover, only one sixth of the nation's 2.5 million poor three to five-year-olds are funded for participation in two years of Head Start programs.[4]

Problem No. 6: Lack of Minority Teachers as Role Models

Somewhat related to the problem of teacher expectancy is the lack of minority teachers as role models--nationally, fewer than 8.5% of all teachers are minorities.[5] In Florida, 16 percent of

all teachers are black, compared to 79 percent white and 4 percent Hispanic (Figure 4, Appendix N).

With regard to black male role models, the picture is particularly dismal. A 1985 report by the Advisory Committee on the Education of Blacks in Florida noted that black males constitute only 2.4 percent of the elementary teachers and 5.89 percent of the secondary classroom teachers in the state's sixty-seven school districts. This absence of black male role models in the classroom is of particular importance in view of the fact that 1980 data from the U. S. Bureau of the Census show that 8.2% of Florida's black households are headed by females, with no male present. When more recent data become available, this figure will in all probability be even higher.

If projections by the State's Education Standards Commission hold true, Florida's minority student population will increase to 50 percent of the total student enrollment by the year 2000. A recent article in the Phi Delta Kappan noted:

> Most teachers who teach today's children are white; tomorrow's teaching force will be even more so. Yet, increasingly, the students are not white. By the end of the century, estimates are that more than one-third, perhaps even 40%, of American school children will be non-white.[6]

The authors of the article stress the need for black teachers as valuable role models, not only for the black

students, but for white students as well. It is important for both to see that blacks can be academically successful and contribute to the education of the young.

Earlier this year, Florida's Education Standards Commission released a report titled Minority Teachers for Florida's Classrooms: Meeting the Challenge (April, 1987). In the cover letter to Governor Martinez included with the report, Acting Chairperson Lynnl Guettler stated:

> responsive to the needs of its students. Of all of the issues surrounding teacher supply and demand, the Education Standards Commission believes that the shortage of qualified minority teachers is the most crucial, and will ultimately prove to be the most difficult to ameliorated.

Data gathered by the Commission show that in 1984-85, blacks earned 8.8 percent of all bachelor's of education degrees granted by the SUS. In 1985-86, however, black students received only 7.4% of all bachelor of education degrees awarded in the SUS. According to the report, the near future holds no promise of increasing the supply of black teacher education graduates. Preliminary data indicate that students attracted to teaching by the Florida Teacher Scholarship Loan Program are predominately white.

The Commission's report cites three trends which have resulted in the drastic reduction of the number of newly trained

minority teachers: fewer black high school graduates attend college; fewer minority college students are choosing the teaching profession; and a majority of minority teacher education graduates are failing state teacher certification tests.

Data provided by the Department of Education show that only 37.8 percent of black teacher applicants pass the Florida Teacher Certification Exam on their first attempt. After six attempts, 67 percent will have passed. (This is consistent with national trends, which show 62 to 90 percent of white graduates passing state exams, compared to 10 to 70 percent of black graduates.)

Moreover, black students may be unaware of the potential financial benefits to be derived from a teaching career. Data from the U. S. Bureau of the Census show that 70 percent of black families in the South Atlantic Region of the U. S. have incomes of less than $12,500 per year. Yet, beginning teachers' salaries in Florida for 1985-86 averaged $20,646. Those with master's degrees averaged $24,548.

Problem No. 7: Black Students' Graduation/Dropout Rates.

A major cause for concern in the State of Florida is the dropout rate--a problem alluded to often by Commissioner Betty Castor and one which has been addressed by the legislature through its funding of statewide dropout prevention programs in 1986.

Dropout rates are difficult to assess with accuracy. The usual method is to determine the number of ninth grade students enrolled at a given point, then determine the number of

graduating twelfth grade students four years later. The difference is referred to as the dropout rate. The problem with these calculations, of course, is that there is no way to account for variables such as student migration, completion by GED, and mortality. However, even with taking these possibilities into consideration, dropout rates are of significant proportions.

Earlier this year, the Census Bureau issued a study[7] which represented its first attempt to calculate a national dropout rate. Based on data for the years between 1973 and 1983, this report showed a decline in the dropout rate for black students, with the rate falling from 12 percent to 7 percent. These figures contrast sharply with the generally accepted dropout rate of 25-30 percent.

The study has been questioned by some because of its method but defended by Census Bureau staff, who contend that if the figures are looked at over a three-year period (the years between tenth, eleventh and twelfth grades), the cumulative percentage of dropouts is about 15 percent, which corresponds to the lower end of the generally accepted rates.

Assistant Secretary for Educational Research and Improvement for the Department of Education, Chester E. Finn, Jr., commented:

> The confusion of definitions, unreliability of the data, and noncomparability of the estimates would only be of academic interest were this a low-stakes issue....But many have

> come to see the dropout rate as emblematic of the nation's overall education performance. (Guidepost, p. 3)

With regard to black students, who may often be struggling against financial barriers as well as educational barriers (over 46 percent of black families are defined as living in poverty)[8], the consequences of dropping out can be particularly devastating, for education represents one of the few, if not the only, means of rising above a lifetime struggle to survive financially.

The information in Tables 8, 9, and 10 (Appendices O, P, Q) provides graduation information for the Florida graduating classes of 1982 through 1985. The graduation rates displayed in Table 10 were calculated by dividing the value in each cell of Table 9 by the value of the corresponding cell for 4 years earlier in Table 8. Graphic representation of the graduation rates by race/ethnicity is found in Figure 4 (Appendix R).

This graphic representation of percentages of black students graduating provides some perspective on the percentages who are not completing four years of high school and therefore must be viewed as having dropped out.

In sum, the data suggest that Florida's black student graduation rates still lag behind those of whites and Hispanics. Data for 1985, the most recent year available, show that when compared to the total graduation rate for all students, the black student graduation rate is 16.8% behind that of the total.

Problem No. 8: No Exit Interviews Required.

The Task Force on Truancy and Discipline report (mandated by the State Legislataure in 1982 and completed in 1984) found that not all Florida school districts require an exit interview when students are dropping out of school. It is their recommendation that student services personnel be required to conduct exit interviews with students who are dropping out. Such interviews hold potential for dissuading the student from dropping out and, at the least, might provide information which would be useful in preventing other students from dropping out.

Problem No. 9: Declining Numbers of Black Students Planning Postsecondary Education.

While black students are improving their performance over time on a number of indicators, a disturbing finding is the rate at which they are enrolling in college. National data from the U. S. Department of Education's Center for Education Statistics show that in 1976, 33.5 percent of black high school graduates between the ages of 18 and 24 were enrolled in college; this percentage was comparable to that for white high school graduates. By 1983, however, only 27% of black high school graduates in that age group were enrolled in college, compared to 33 percent of white high school graduates.

Florida's Postsecondary Education Planning Commission reports that although black students represented almost 19 percent of the 1982-83 high school graduating class in Florida, they comprised only 9 percent of the community college and 8.7

percent of the university undergraduate enrollment. Hispanics, who represented only 7.4 percent of the high school graduates, were 12.1 percent of community college and 6.8 percent of university undergraduate enrollment. Table 11 (Appendix S) shows the projections of Florida's 1986 high school graduates expected to pursue postsecondary education.

Data provided by the Florida Board of Regents show that the percentages of black applicants accepted in Florida's State University System have declined over the past ten years. In the 1977-88 academic year, 61.5 percent of black first-time applicants were accepted, compared to only 53.1 percent of the 1984-85 applicants.

A related issue is the potential impact of the CLAST exam on future applicants to Florida's State University System. A report just released by The Florida Community/Junior College Inter-Institutional Research Council (April 1987) shows that of 128 black students who would have been denied admission to the SUS based on the 1989 CLAST standards, 78.1 percent achieved a GPA of 2.0 or higher, and 24.2 percent achieved a GPA of 3.0 or higher. The study concluded that of those students who would have been denied admission had the 1989 standards been in place, approximately 80 percent would perform successfully if their entry into the SUS was unobstructed.

This study did not attempt to evaluate the impact of CLAST on the quality of community college transfer or SUS lower

division programs. Nevertheless, the results are cause for concern.

An additional barrier to postsecondary education is a financial one. A study just released by the State Department of Education titled Student Acceleration in Florida (June 1987) supported an economic link: postsecondary academic participation among students from affluent counties was higher than among less-affluent counties. For every additional $1,000 in a district's median family income, its postsecondary participation increases, on the average, by 2 percent (p. 31). Add to this the recently released report by the College Board that students enrolling this fall in the nation's colleges and universities can look forward to tuition and fee hikes ranging from five to eight percent, and the implications for the necessity of financial aid are obvious.

The August 12, 1987, issue of the Chronicle of Higher Education reported that the Reagan Administration has long argued with college officials over the issue of minority enrollment, stating that the number of black students enrolled in postsecondary education has increased. College officials maintain, however, that the number has declined because of the Administration's efforts to cut financial aid.

In general, it is safe to say that there is national concern regarding black participation in postsecondary education, particularly with regard to the black male, who accounts for the major portion of the decline in black student enrollment.

Nationally syndicated columnist William Raspberry devoted two recent columns to this issue, and cited the explanation offered by Robert Albright, of Johnson C. Smith University, that black men may be avoiding academic competition because they have accepted society's negative judgments of their intellectual ability.

Problem No. 10: Disproportionate Placement of Black Students in Mentally Handicapped Programs/Under-representation in Programs for the Gifted.

According to a U. S. Office of Civil Rights survey, large numbers of poor and minority students are misclassified, excluded from the mainstream, and stigmatized by placement in classes for the mildly mentally retarded. In 1980-81, 3.35 percent of black students, compared to 1.06 percent of white students, were assigned to such classes.

In Florida, the same pattern appears to hold true. For the 1984-85 school year, black students represented 32 percent of those placed in special education classes, excluding Gifted Education, even though they represented only 24 percent of the total student membership. Conversely, they represented only 5 percent of the students placed in Gifted programs.[9] There is cause for concern that black students who are misdiagnosed and misplaced--for whatever reasons--may be having difficulty in the regular classroom because this educational environment may not be set up to meet the needs of culturally different students.

Placement in special education classes will do little if anything to solve the original problem.

Serwatka, Dove, and Hodge, who studied this phenomenon in Florida, expressed concern that "placement in a special education classroom and the concomitant effects of such a placement over time may be sufficient to cause the student to take on the characteristics of the disability, even when the original placement was based on a misdiagnosis."[10]

Problem No. 11: Teenage Pregnancy.

Teenage pregnancy is, of course, inextricably linked to dropping out. The U. S. Department of Education reported that in a 1982 survey of students who had dropped out, almost 25% of females reported pregnancy as the reason for their having dropped out.

The problem is no less severe in Florida. Data for 1984 provided by the Florida Bureau of Vital Statistics show that there were 14,824 births to mothers under age 19. While this represented a slight decrease from 1983 figures, the problem is obviously one of some magnitude, when one considers the impact of parenthood on the young mother's educational attainment.

Problem No. 12: Drug Use.

Drug use by the nation's youth is a problem of national proportions. Data released by the U.S. Department of Education's Center for Education Statistics reveal that the proportion of high school seniors who had ever used an illicit drug rose from 55 percent in 1975 to a high of 66 percent in 1981. After 1981,

however, the proportion of seniors who had used drugs fell, dropping to 61 percent in 1985. Of this group, 17 percent reported having used cocaine, compared to only 9 percent in 1975.

A State Task Force on Drug Abuse and Dropout Prevention stated that in 1986, 4,237 Florida youths received treatment for drug or alcohol abuse; 412 died in alcohol-related auto accidents; 93 percent have tried alcohol; 60 percent have tried an illicit drug; and 16 percent have tried cocaine. In addition, the Governor's Commission on Drugs and Alcohol Report 1985-86 states that 64 percent of all juveniles arrested in Florida are involved in drug or alcohol abuse. (Data showing breakdown by race are unavailable).

Problem No. 13: Developmental Needs of Students.

When the students participating in this study were asked what had been the most important thing they had to deal with on the preceding day, the most frequently noted event by far was interpersonal relationships with the opposite sex (e.g., meeting with girl/boy friend), followed by family-related events (e.g., argument with parent). Third and fourth most frequently mentioned were arguments or fights with friends or classmates, and finally, and much less frequently, comments regarding difficulty with homework/classwork/tests.

(Note: Comparisons with the responses of other races participating in the study are probably not valid because of their relative proportion of the sample, e.g., whites constituted only 9 percent of the overall sample.)

This pattern of responses seems to support that what concerns these students most is not their school work, but personal concerns which may be related to their developmental needs. The findings are consistent with those of a number of studies which link the social dimensions of the educational environment with students' subsequent decisions to stay or go. For example, one study of dropouts found that strictly academic reasons for dropping out (e.g., failing grades) constituted only about 37 percent of the reasons, whereas almost one half of the reasons for dropping out reflected some personal relationships with the components of the school environment.

The problems experienced by black young people are no doubt compounded by the problems inherent in personality development which are unique to adolescence, without regard to race. Erikson refers to the developmental crisis experienced during adolescence as "Identity versus Role Diffusion." According to Erikson, the search for identity, which is present throughout life, reaches a crisis point during adolescence when many significant changes in the person take place. In our culture, the adolescent period is lengthy because the preparations for independent adulthood are more complex than in a simpler society. As a result, the young person is in some ways kept a child, while at the same time, experiencing adult needs. During adolescence, according to Erikson, the formation of social relationships is a primary motivator.[11]

When students were asked to identify the best thing that had happened to them on the preceding day, the most freqently mentioned category was--again--interpersonal relationships with the opposite sex, followed by "survival"--a category which included such comments as, "I woke up," and "I'm alive." The third most frequently mentioned category was interpersonal relationships with same-sex friends, followed by comments regarding extra-curricular activities, for example, sports activities.

This concentration on interpersonal relationships is borne out in the perceptions of the Precollegiate Workshop participants, who also cited personal factors (e.g., lack of self-confidence, misplaced values) as important barriers to educational achievement. Because these people are in daily contact with black high school students, their perceptions would seem to provide a measure of validity for the results obtained through the student diaries.

The telephone survey informants--perhaps coming from a different perspective--overall, did not rank personal factors as the greatest barrier. Rather, they cited school factors first, (e.g., inappropriate teacher/student ratios, lack of text books, lack of discipline) followed by personal factors. Herein lies the paradox: students themselves are focusing on their personal relationships, to the exclusion of school-related concerns, while those responsible for the education of these young people are

focusing on school-related issues, perhaps to the exclusion of the students' developmental concerns.

From the educators' point of view, students may not be focusing on what should be important in their lives at this time, that is, educational achievement and all that it entails. Yet, from the students' point of view, what could be more important than learning how to establish relationships with others?

The results of this study support that there exists two cultures, living side-by-side, within our educational system. These two cultures operate from different agendas. The educators, on the one hand, are concerned about the students' preparation for college, for example, selecting and completing the right courses. The students, on the other hand, are concerned about living, about their relationships with the opposite sex, their families, and their same-sex friends. The educational dilemma, then, is that the students' developmental needs may be in conflict with educational goals. There are no easy solutions to a problem of such magnitude.

Problem No. 14: Impact of Family Situations.

Interacting with school-related problems, family situations may often add to the stress experienced by black students. Typical family problems referred to by the students and by the informants included having responsibility for younger siblings, living in a neighborhood that does not encourage academic achievement as a mark of success, having inadequate finances and often having to work in addition to attending school, or not

having work when money was desperately needed. Problems of this magnitude point to the need for other sources of support for black students.

PROPOSED SOLUTIONS

One of the purposes of this study was to identify proposed solutions or programs already in place which are designed to help alleviate the problems encountered by black students in Florida's secondary schools. The data gathering procedures referred to earlier helped identify a number of programs, either proposed or already underway, which address the problems identified by this study. Unfortunately, solutions have not been identified for all problems, and this will be addressed in the Recommendations portion of the report.

The problems identified by this study are--in many cases--longstanding and complex in nature. In some instances, societal problems are interacting with educational problems: there are no easy solutions. However, there is much that is good which is happening in the State, and to these things we may look for encouragement.

Achievement on Standardized Measures

In 1977, the Florida Legislature enacted Florida Statute 236.088, which established the Compensatory Education Program. This program provides funds to the school districts based on the district's percentage of the total number of students in the lowest 25th percentile, multiplied by the state allocation. Although each district's allocation is an entitlement, the district school board must submit a plan to the Department of

Education in accordance with the Florida Compensatory Education Act of 1977.

This year, the Legislature appropriated $41,289,400 for distribution to the State's sixty-seven school distsricts. The districts may use the money in K-12 settings for any type of program which provides direct remedial instruction to those students who failed to meet the standards. All funds must be spent for the programs themselves--none may be used for administrative costs.

The districts vary in the types of activities and programs they provide, but often they establish programs which provide tutoring after school hours or on Saturdays. Duval County's program has just been named a model program by the State's Department of Compensatory Education (based on auditors' evaluations of the program).

Duval County's program stresses individualized instruction. Each student is individually diagnosed and a program designed to alleviate the student's deficiencies is planned and carried out.

Evaluative data maintained for students in Duval County's Compensatory Education Program show a success rate of 90 percent passing minimum standards for the Spring 1986 assessment, according to Ms. Margaret Carter, Duval County respresentative (no breakdown by race is available).

Ms. Carter stressed the positive nature of Duval's program. Students work in a pleasant lab setting. Positive reinforcement is used to reward students' successes. The teachers involved in

the program ensure that every student experiences some success, no matter how small.

According to the State Department of Compensatory Education, there are other counties which are delivering good programs to students. With funding having been in place since 1977, however, it appears that additional steps are needed to alleviate the problem of disparity in black students' performance on the SSAT I and II.

Student Support Services

The 1987 Florida Legislature enacted a statute which requires that each shool district develop and implement a plan for providing student services to all students, including area vo-tech centers, no later than 1988/89.

Teacher Training

In a cover letter submitted to Governor Martinez along with the Education Standards Commission's report titled Minority Teachers for Florida's Classrooms: Meeting the Challenge, Acting Chairperson Lynnl Guettler stated:

> Florida must act positively if it is to be responsive to the needs of its students. Of all of the issues surrounding teacher supply and demand, the Education Standards Commission believes that the shortage of qualified minorty teachers is the most crucial, and will ultimately prove to be the most difficult to ameliorate.

The State's Education Standards Commission has just issued (July 9, 1987) a preliminary draft of its recommendations for preparation of teachers in the State of Florida. Included in the report are a number of recommendations which, if implemented, have potential to improve the management skills of classroom teachers. While certain recommendations are already in place at some of the SUS institutions, there is apparently not a uniform set of standards for teacher preparation. More specifically, a unilateral requirement that teacher education majors have early, properly supervised field experiences, along with a minimum of twelve weeks of full time student teaching, should help student teachers gain classroom management skills, including strategies for achieving a disciplined classroom.

Lack of Minority Teachers as Role Models

The report of the Education Standards Commission titled Recommendations on the Preparation of Teachers for the Schools of the State of Florida referred to previously addressed the issue of lack of minority teachers. The report noted that the number of black education degree recipients has been edging steadily downward for the past several years.

The drafters of the report made on-site visits to a number of teacher education programs and concluded that few teacher preparation programs in Florida are using the 10 percent waiver of the 40th percentile SAT/ACT admission requirement in order to admit minority students who do not meet that criterion.

There may be some belief on the part of institutional personnel that students who do not meet the admissions criteria apparently "screen themselves out" of teacher education, without any attempt to exercise the 10 percent waiver. The Commission therefore recommended that fiscal and personnel resources be made available to implement special programs designed to recruit and provide support for minority students. While exit requirements and certification requirements for these students would remain unchanged, the likelihood of successful entry and completion of teacher education programs by minority students would be improved by such programs.

Bethune-Cookman College in Daytona Beach has demonstrated that such programs can be successful. Bethune received funding from the Florida legislature to recruit and to provide support services to students who were interested in becoming teachers.

The revival of Future Educator of America clubs is another step toward recruitment of teachers, and in some instances, recruitment of minority teachers. Four Miami area high schools have recently initiated, with the help of the Florida Institute of Education's PreCollegiate Program, Future Educator of America groups which focus on recruitment of minority students into the teaching profession. Funding for this special focus has been provided by grants from the Andrew Mellon Foundation. The funding for revival of this important extra-currlicular activity on a statewide basis has been provided by the legislature, and the

Department of Education has helped coordinate statewide activities.

The State University System recently released a draft presenting recommendations for alleviating the teacher shortage. Included in this draft was the recommendation that school districts establish alternative high schools or "magnet" programs in grades 9-12 which provide specialized curricula for students who are interested in becoming teachers. Such programs would be eligible for supplemental state funding as educational alternative programs, pursuant to the Dropout Prevention Act. A concentrated effort should be made to alert black students to such programs, when implemented.

Dropout Prevention

The 1986 Florida Legislature enacted the Dropout Prevention Act, which authorizes and funds a wide range of dropout prevention activities and programs. As a result of this statute and its accompanying resources, a number of dropout prevention programs are either already underway or in implementation stages. The Florida Center for Dropout Prevention at the University of Miami has published a manual titled Dropout Prevention: A Manual for Developing Comprehensive Plans. This manual may be consulted for an overview of the dropout problem in Florida and the responses being developed to counteract the problem.

Some of the promising programs identified by the Center include the Students Offered Success (S.O.S) program in Cape Coral, Florida. S.O.S. has developed a multi-faceted approach to

helping students finish high school.

In order to identify and provide intervention for potential dropouts, S.O.S. staff developed a computerized dropout profile of ninth and tenth grade students was created. According to characteristics of these students, including high absenteeism, cutting classes, frequent suspensions, poor grades, high mobility, and low socioeconomic status, individualized plans are developed. Personal interviews with students and parents are conducted, and curriculum is planned according to student needs. Counseling and career awareness activities are provided by a school social worker, an occupational specialist, and volunteers. In an effort to return former students to Cape Coral High school, dropouts are located, and individualized, eudcational, counseling and career plans are developed for them. All participating students receive constant guidance and support, and progress is carefully monitored. This program is supported by state and local funds.

In Duval County, the Jacksonville Community Council (JCCI) announced its intention to conduct a study of school dropout prevention for one of its two 1987-88 studies. The Council, which regularly conducts citizen-guided research studies of interest to the community, chose this topic from among more than 100 community concerns submitted to the JCCI during the year. The focus of the study will be to identify ways to keep at-risk students in school.

Other programs of longstanding, such as the Big Brothers/Sisters programs, are recognized for their effectiveness in helping prevent dropping out.

Because teenage pregnancy is often associated with dropping out, it has been the focus of some dropout prevention programs. The YWCA and Pinellas County Schools offer three comprehensive programs for pregnant and parenting adolescents and families, including coordinated educational, health and social services.

The programs are community based and exist through collaborative effort and support of the federal governemt, the YWCA, Pinellas County, the City of St. Petersburg, the Juvenile Welfare Board, and the Pinellas County School Board. The options offered pregnant teens include an alternative education program, a preemployment skills program, and a parent education program for both adolescent mothers and fathers.

A related issue is drug abuse. In July 1986, the Governor and the Florida Cabinet, sitting as the State Board of Education, established the Task Force on Drug Abuse and Dropout Prevention to study the relationship between drug abuse and dropping out. The Task Force took testimony from 101 educators, treatment experts, parents, law enforcement officers and other citizens during five public hearings. Surveys of treatment centers and schools districts, as well as other research went into their report. Released in March of this year and titled Florida Task Force on Drug Abuse and Dropout Prevention Final Report to the State Board of Education of the State of Florida, the report

provides a number of important findings and recommendations.

Black Student Participation in Postsecondary Education

This problem has finally gained the national recognition it deserves. Following the meeting of several presidents of black colleges with White House Office of Management and Budget Director James C. Miller earlier this year, President Reagan directed the Education Department to study factors that affect the enrollment of minorities in postsecondary education (Chronicle of Higher Education, August 12, 1987, p. 19).

In the State, a number of programs are underway which address this problem. The Florida Institute of Education's Precollegiate Program is an example of a program whose focus includes encouraging black high school students to continue their education beyond high school. The program provides two types of activities: high school workshops, in which school personnel are trained to more effectively counsel black students regarding college attendance, and regional workshops, which bring together community college and university personnel to consider issues in minority recruitment and retention in higher education.

FAME, or Format for Affecting Minority Enrollment, is a program sponsored by the Florida Community College at Jacksonville which shares a similar focus. FAME is an eight-week program designed to introduce students to FCCJ and to help them feel more confident with regard to continuing their education.

College Reach-Out is another program which literally

"reaches out" to encourage high school students to prepare for college. It serves 9th and 10th grade students, primarily.

CAP, or College Achievement Program, is sponsored by the Office of Student Development at Santa Fe Community College. CAP sponsors a six-week academic enrichment summer program for black high school graduates which is designed to help students meet college entrance requirements.

Increasingly, community colleges and universities are acknowledging their role in encouraging black students to continue with postsecondary education. Many of the programs developed in response to this awareness are relatively new. They will need to develop evaluation procedures and share results so that the best strategies and successes may be shared statewide.

With regard to barriers posed by admissions criteria, such as the CLAST (required for admission to upper division in the State University System), Education Commissioner Betty Castor will convene a panel in the summer of 1987 for the purpose of studying the impact of 1989 CLAST standards on admission of minority students.

Suggestions for Future Research

It is inherent in the nature of studies such as this one that in addition to finding answers, they also often raise new questions. This present study is no exception. The following are suggestions for future research which might shed additional light on the information developed in this study.

1. Research specifically addressing the disparity in black students' scores on standardized measures of achievement in comparison to other ethnic groups.

2. Research replicating this study, but addressing different secondary school age groups. Developmental needs of twelfth graders, for example, may differ from those of tenth graders, and thereby influence the findings in a similar study.

3. Research replicating this study, but addressing black students in a predominately white school. The results of this study may be influenced by the predominance of black students in the school used in the study.

4. Research specifically addressing reasons for disproportionate numbers of black students experiencing suspension, expulsion, retention, and corporal punishment.

5. Research specifically addressing reasons for black students disproportionate representation in special education classes.

6. Research exploring why fewer black students are pursuing postsecondary education.

7. Research exploring why black males are pursuing postsecondary education in declining numbers.

8. Research exploring why fewer black students are being accepted into SUS institutions.

9. Research exploring reasons for declining numbers of minority students entering the teaching profession.

10. Research exploring why higher percentages of black teacher applicants are not passing the Florida Teacher Certification Exam.

Limitations of the Study

This exploratory field study research was conducted for the purpose of identifying the problems of black students in Florida secondary schools. This type of study is particularly useful for discovering important variables in the field situation, and for identifying relationships among variables, as well as for laying the groundwork for later, more in-depth research. A limitation of this type of research is that it does not allow for precise control of the variables being explored. The strength of this type of research is that it helps bring light to important variables, processes, and interactions which deserve further attention.[12] Precise control of variables may be exercised in followup research, as suggested above.

Conclusion

Research by social scientists increasingly documents what parents and educators have told young people for generations: years of schooling completed is positively related to mobility probability. While parents and educators may not have used those particular words, they have long known that educational attainment is a prerequisite to economic opportunity. Indeed, those of us who are involved in education believe that educational attainment enhances the probability of living one's life to its fullest. We remain concerned, therefore, that all of Florida's young people enjoy the benefits to be derived from equity in educational opportunity.

Studies such as this serve a useful role. Not only do they help identify barriers to the educational attainment of black students, but they also serve to raise awareness and thus help enlist support of others interested in the educational futures of these students. It behooves all of us to help ensure equity in educational opportunity. Perhaps this quote says it best:

> The doors to schools have been opened, but hanging above those doors are signs that say: Enter at your own risk. You may not belong here.
>
> (Barriers to Excellence, p. 2)

We must be sure that no such signs hang over the doors of Florida's schools.

Footnotes

[1] Bureau of Economic and Business Research (1984. Florida Statistical Abstract. Gainesville: University Presses of Florida.

[2] A Child at Risk (1984). Report of the State of Florida Department of Education Task Force on Truancy and Discipline, p. 7.

[3] Lloyd, G. (1983). The Major Problems and Concerns of Black Students in Duval County Public Schools. Negro Educational Review, 34(3/4), pp. 92-114.

[4] Barriers to Excellence: Our Children at Risk (1985). National Coalition of Advocates for Students, Boston, p. ix.

[5] Barriers to Excellence, p. 10.

[6] Graham, P. Black Teachers: A Drastically Scarce Resource (1987). Phi Delta Kappan, 68(8), pp. 598-603.

[7] Census Bureau Finds Lower Dropout Rates (1987). Guidepost, 30(1), pp. 1;3.

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[9] Serwatka, T., Dove, T., & Hodge, W. (1986). Black Students in Special Education: Issues and Implications for Community Involvement. Negro Educational Review, 34(1), pp. 17-26.

[10] Serwatka, et al., p. 22.

[11] DiCaprio, N. Personality Theories (1974). Philadelphia: W. B. Saunders Co.

[12] Isaac, S., & Michael, W. (1971). Handbook in Research and Evaluation. San Francisco: Edits Publishing.

APPENDICES

A Table 1 Florida Resident Midyear Population Estimates by Race 1982-1985

B Table 2 Florida Student Membership, PK-12, Number and Percent by Race/Ethnicity 1977-1986

C Questions Asked of Expert Informants

D Diary Completed by Student Sample

E Categories of Response Key

F Table 3 Frequency Distributions of Important Events Cited by Black Students--Aggregate Responses to Question 1

G Table 4 Frequency Distributions of Important Events Cited by Black Students--Aggregate Responses to Question 2

H Table 5 Frequency Distributions of Important Events Cited by Black Students--Aggregate Responses to Question 3

I Figure 1 Achievement of Minimum Student Performance by Race State of Florida April Assessment-Grade I0-SSAT I

J Figure 2 Achievement of Minimum Student Performance by Race State of Florida April Assessment-Grade 10-SSAT II Communications

K Figure 3 Achievement of Minimum Student Performance by Race State of Florida April Assessment-Grade I0-SSAT II Mathematics

L Table 6 Number of Retentions, Suspensions, Corporal Punishment, and Expulsions By Race 1981-82 Through 1985-86

M Table 7 Percent of Retentions, Suspensions, Corporal Punishment, and Expulsions By Race 1982-83 Through 1985-86

N Figure 4 Percent of Racial/Ethnic Groups Among Administrators, Teachers, and Students State of Florida 1985-86

APPENDICES (Cont.)

O Table 8 Number of Florida Ninth-Grade Students By Race/Ethnicity By Year of Enrollment

P Table 9 Number of Florida High School Graduates By Race/Ethnicity By Year of Graduation

Q Table 10 Percentages of Florida Graduation Rates By Race/Ethnicity By Year of Graduation

R Figure 5 Florida Graduation Rates By Race/Ethnicity By Year of Graduation 1982-1985

S Table 11 Number of Graduates Projected By High School to enter Postsecondary Education By Race

TABLE 1

FLORIDA RESIDENT MIDYEAR POPULATION ESTIMATES BY RACE

1982 - 1985

	Total	White	Percentage	Non-White	Percentage
1982	10,442,676	8,760,311	83.8%	1,682,365	16.2%
1983	10,645,793	8,927,055	83.8%	1,718,738	16.2%
1984	11,015,061	9,232,929	83.8%	1,782,132	16.2%
1985	11,377,318	9,532,665	83.8%	1,844,653	16.2%

Source: Bureau of Economic and Business Research, University of Florida

TABLE 2

FLORIDA STUDENT MEMBERSHIP, PK-12

NUMBER AND PERCENT BY RACE/ETHNICITY

	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
White	1,072,136	1,052,874	1,042,009	1,027,228	1,004,652	997,359	999,214	1,013,841	1,030,956	1,052,671
	(69.89)	(69.55)	(69.18)	(68.01	(67.51	(67.17)	(66.81)	(66.52)	(65.99)	(65.49)
Black	352,413	350,347	348,001	349,132	348,133	349,500	353,999	359,230	368,787	379,102
	(22.97)	(23.14)	(23.10)	(23.11)	(23.39)	(23.54)	(23.67)	(23.57)	(23.61)	(23.59)
Hispanic	99,636	100,400	103,902	120,662	120,672	122,393	125,716	132,450	142,190	153,006
	(6.50)	(6.63)	(6.90)	(7.99)	(8.11)	(8.24)	(8.41)	(8.69)	(9.10)	(9.52)
Asian/ Pacific Islander	8,087	8,765	10,446	11,737	12,750	13,885	14,869	16,435	17,923	19,887
	(.53)	(.58)	(.69)	(.78)	(.86)	(.94)	(.99)	(1.08)	(1.15)	(1.24)
American Indian/ Alaskan Native	1,769	1,500	1,857	1,758	1,866	1,780	1,745	2,151	2,427	2,654
	(.12)	(.10)	(.12)	(.12)	(.13)	(.12)	(.12)	(.14)	(.16)	(.17)
Total Minority	461,905	461,012	464,206	483,289	483,421	487,558	496,329	510,266	531,327	554,649
	(30.11)	(30.45)	(30.82)	(31.99)	(32.49)	(32.83)	(33.19)	(33.48)	(34.01)	(34.51)
Total	**1,534,041**	**1,513,886**	**1,506,215**	**1,510,517**	**1,488,073**	**1,484,917**	**1,495,543**	**1,524,107**	**1,562,283**	**1,607,320**

Note: Percents may not add to 100% due to rounding.

Source: Education Information Services, Bureau of Program Support Services, Division of Public Schools, Florida Department of Education.

QUESTIONS ASKED OF EXPERT INFORMANTS

1. Let's start with the more personal or family issues. What kinds of personal problems do you see among the black students you work with?

2. Do you think these problems are different for black students than for other groups of students in your school?

3. Sometimes students have problems that revolve around situations or policies unique to a specific school. Can you think of any examples of these kinds of problems in your school that might work against black students?

4. Are black students affected by these problems more than other students? In what ways?

5. Broadening our focus just a bit, are there conditions in the community or society in general that you think make it difficult for black high school students?

6. In what ways are these problems different for blacks than for other students?

7. When you think of state educational policy or legislation, what are some of the problem areas as they relate to black high school students?

8. Have different student groups been affected differently by these actions?

9. What do you think is the one most important thing that keeps black students from graduating from high school?

10. Thinking back over the problems we've discussed, does your school have any specific activities or programs to address these problems? If so, how well are they working?

11. Realistically, what more do you think could be done to help black students in secondary schools?

12. Now, if you wold tell me just a little bit about yourself, I'll let you get back to work.

    How long have you worked in the public school system?

Appendix C

QUESTIONS ASKED OF EXPERT INFORMANTS (Cont.)

How long have you been in your present position?

Are there other individuals that you think could give us some additional information?

What racial/ethnic group do you belong to?

Appendix C

DIARY

We are interested in the problems students in Florida high schools encounter day-to-day. Please share your thoughts with us. Simply put down the first thing that comes to mind for each of the questions below.

Think back to your day yesterday. What was the most important thing that you had to deal with in you personal life? Please be specific.

Again, thinking of yesterday, what was the biggest school-related problem you had? Please be specific.

What was the best thing that happened to you yesterday? Please be specific.

Check one:

___white
___Black
___Hispanic
___Asian/Pacific Islander
___American Indian

Check one:

___Male
___Female

Please fold once and turn in before you leave the room. Thanks.

Appendix D

CATEGORIES OF RESPONSE KEY

0	No Answer
1	Personal Relationships with Opposite Sex
2	Family Related
3	Drugs/Alcohol
4	School/Class Attendance
5	School Grades
6	Homework/Classwork/Tests
7	Extra-Curricular Activities
8	Arguments with Classmates/Friends
9	Money
10	Other
11	School Discipline/Complaints about Teachers
12	Work Related
13	Friendship
14	Medical
15	Survival
16	Future

Appendix E

TABLE 3

FREQUENCY DISTRIBUTIONS OF IMPORTANT EVENTS CITED BY BLACK STUDENTS

AGGREGATE RESPONSES TO QUESTION 1

Event	Frequency	Percentage
Interpersonal Relationships with Opposite Sex	127	33.69
Family Related Events	65	17.24
Drug/Alcohol Related	0	—
School/Class Attendance	8	2.12
School Grades	2	.53
Homework/Classwork/Tests	20	5.31
Extra-Curricular Activities	7	1.86
Arguments/Fights with Friends, Classmates	21	5.57
Money Related	9	2.39
Other	63	16.71
School Discipline/Complaints Regarding Teachers	8	2.12
Work Related	10	2.65
Interpersonal Relationships with Same Sex Friends	10	2.65
Medical Related	17	4.51
Survival	7	1.86
Future	3	.8

Note: Percents may not add to 100% due to rounding.

Appendix F

TABLE 4

FREQUENCY DISTRIBUTIONS OF SCHOOL-RELATED PROBLEMS CITED BY BLACK STUDENTS

AGGREGATE RESPONSES TO QUESTION 2

Event	Frequency	Percentage
Interpersonal Relationships with Opposite Sex	12	2.99
Family Related Events	2	.5
Drug/Alcohol Related	0	—
School/Class Attendance	24	5.99
School Grades	22	5.49
Homework/Classwork/Tests	131	32.67
Extra-Curricular Activities	17	4.24
Arguments/Fights with Friends, Classmates	39	9.73
Money Related	2	.5
Other	56	13.97
School Discipline/Complaints Regarding Teachers	85	21.2
Work Related	0	—
Interpersonal Relationships with Same Sex Friends	2	.5
Medical Related	6	1.5
Survival	0	—
Future	3	.75

Note: Percents may not add to 100% due to rounding.

TABLE 5

FREQUENCY DISTRIBUTION OF BEST EVENTS CITED BY BLACK STUDENTS

AGGREGATE RESPONSES TO QUESTION 3

Event	Frequency	Percentage
Interpersonal Relationships with Opposite Sex	97	23.72
Family Related Events	16	3.91
Drug/Alcohol Related	2	.49
School/Class Attendance	7	1.71
School Grades	19	4.65
Homework/Classwork/Tests	20	4.89
Extra-Curricular Activities	22	5.38
Arguments/Fights with Friends, Classmates	7	1.71
Money Related	20	4.89
Other	112	27.38
School Discipline/Complaints Regarding Teachers	3	.73
Work Related	8	1.96
Interpersonal Relationships with Same Sex Friends	33	8.07
Medical Related	4	.98
Survival	39	9.54
Future	0	—

Note: Percents may not add to 100% due to rounding.

Appendix H

FIGURE 1

ACHIEVEMENT OF MINIMUM STUDENT PERFORMANCE BY RACE
STATE OF FLORIDA — APRIL ASSESSMENT
GRADE 10 — SSAT I

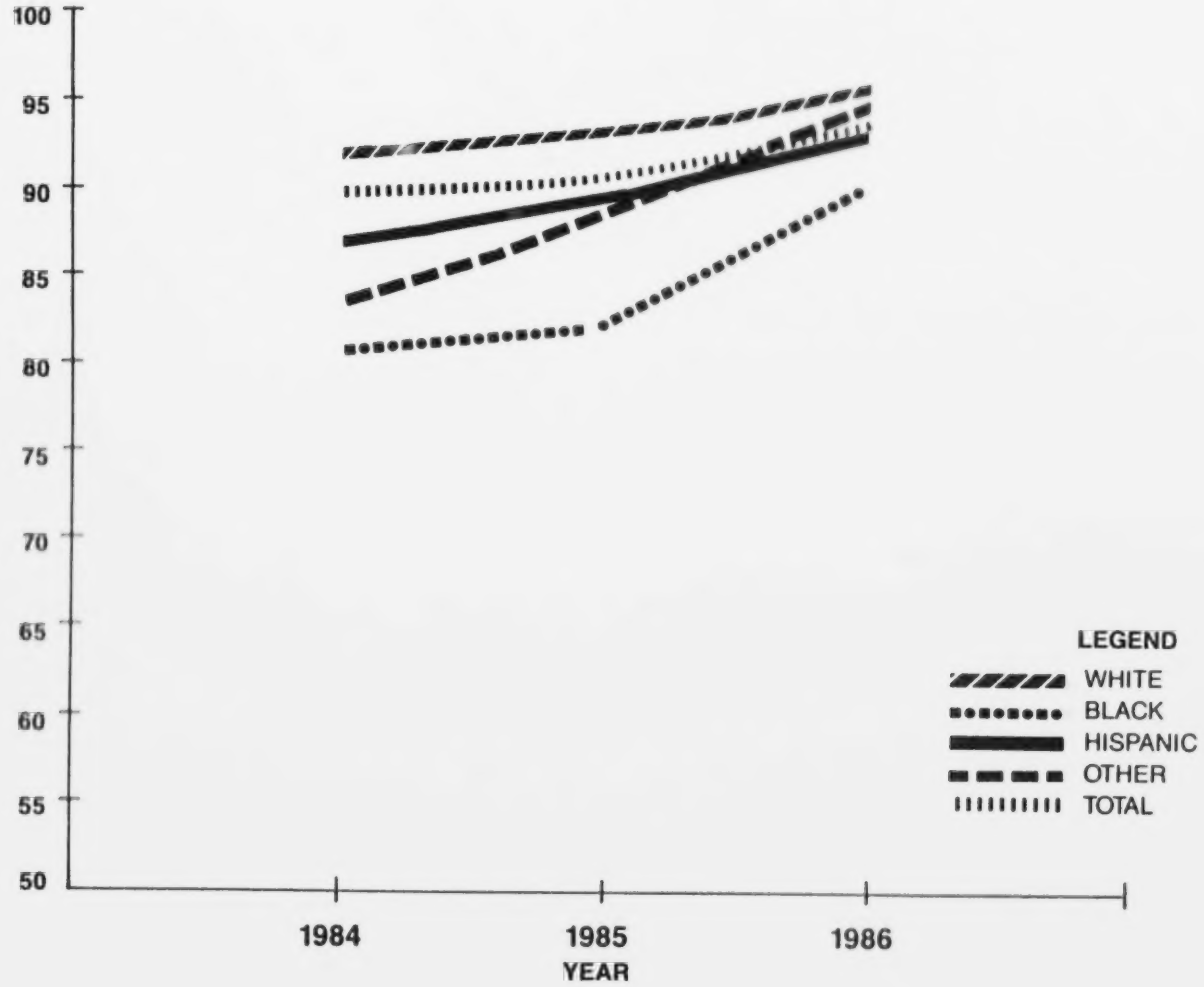


FIGURE 2

ACHIEVEMENT OF MINIMUM STUDENT PERFORMANCE BY RACE
STATE OF FLORIDA APRIL ASSESSMENT
GRADE 10 SSAT II
COMMUNICATIONS

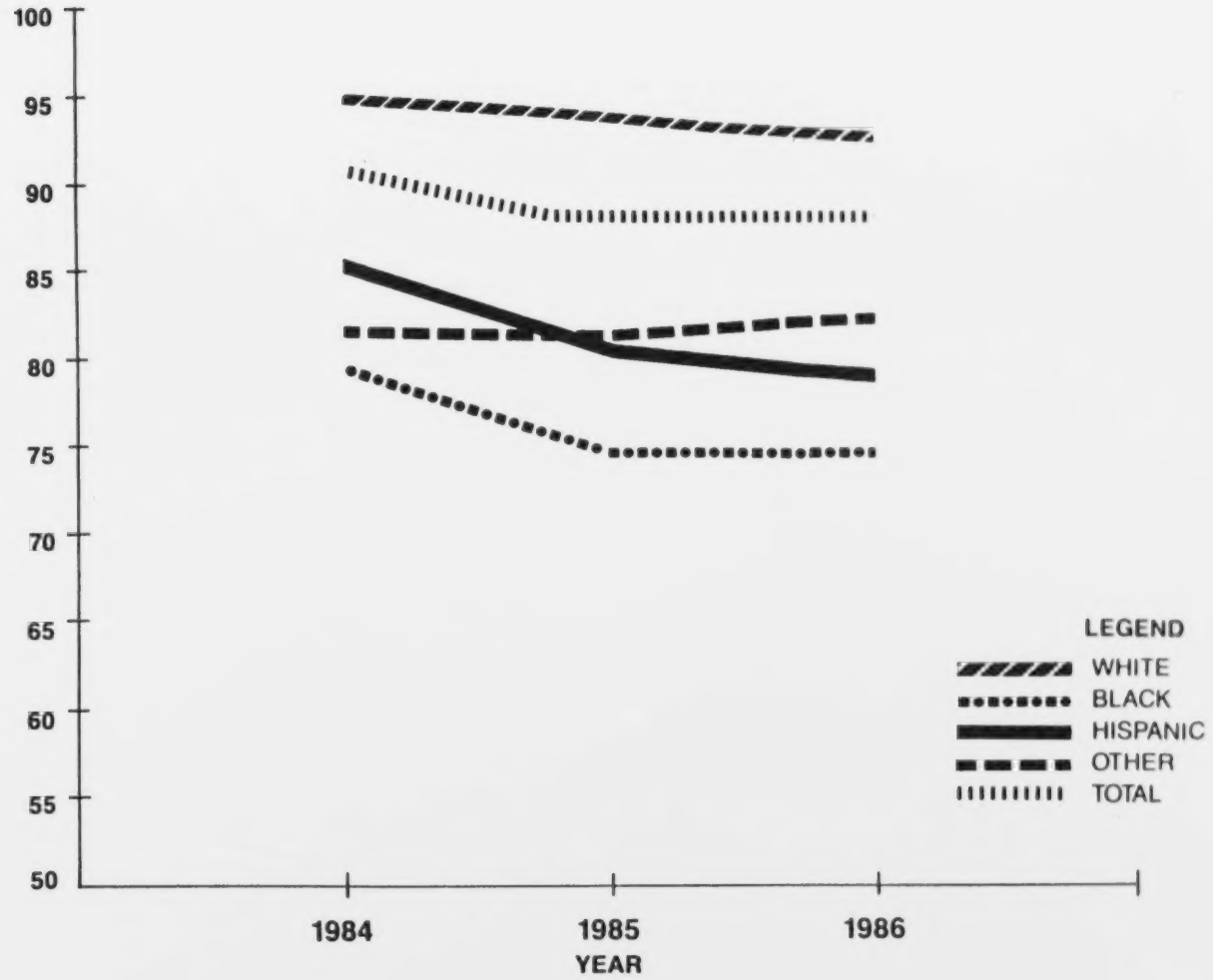


FIGURE 3

ACHIEVEMENT OF MINIMUM STUDENT PERFORMANCE BY RACE
STATE OF FLORIDA — APRIL ASSESSMENT
GRADE 10 — SSAT II
MATHEMATICS

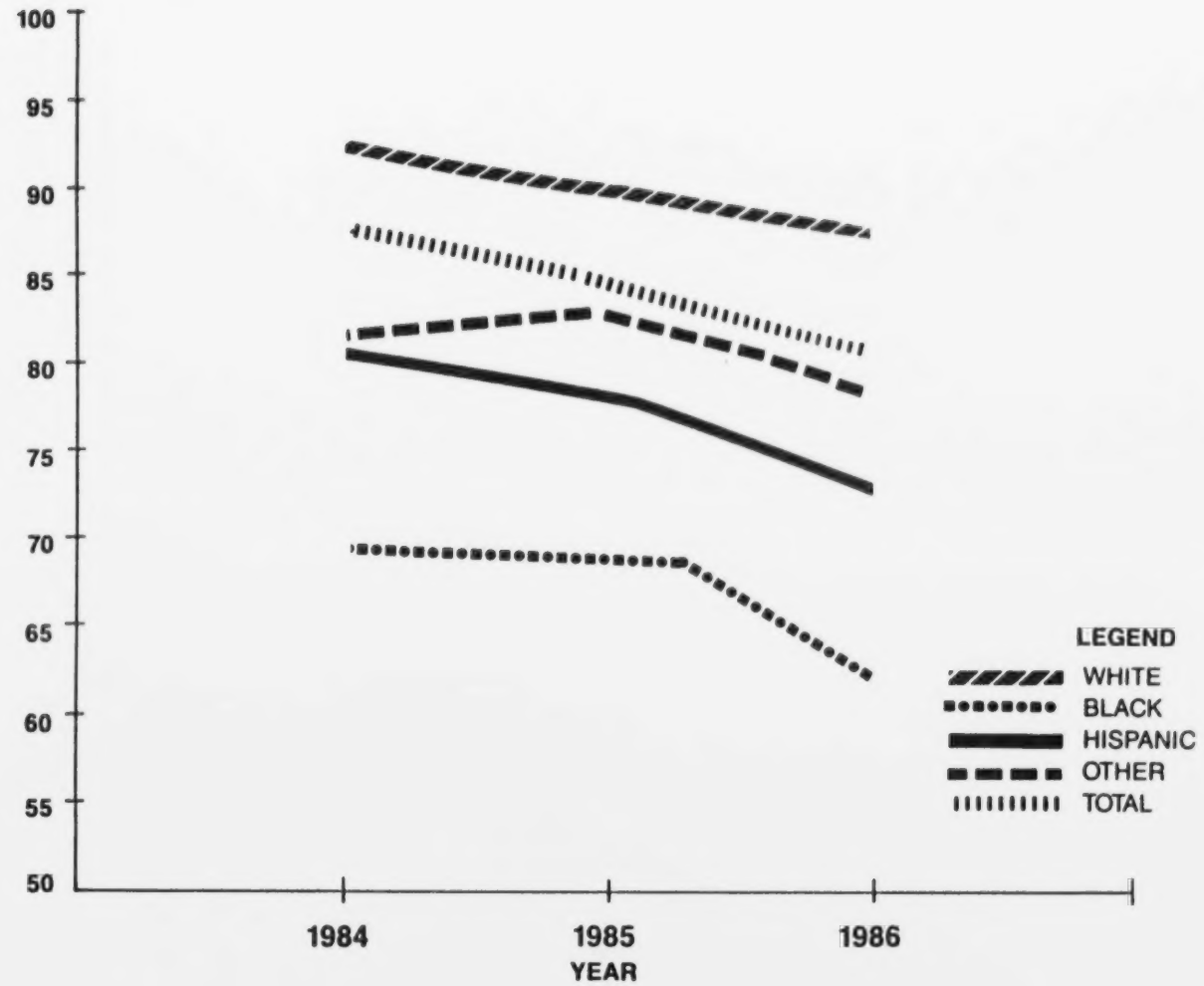


TABLE 6

NUMBER OF RETENTIONS, SUSPENSIONS, CORPORAL PUNISHMENT, AND EXPULSIONS

BY RACE 1981-82 THROUGH 1985-86

STATE OF FLORIDA

		White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Total
1981-82	Retentions	60,456	38,217	11,825	637	109	111,244
	Suspensions	49,243	32,946	4,457	162	67	86,875
	Corporal Punishment	108,972	67,857	6,702	357	154	184,042
	Expulsions	331	237	30	3	3	604
1982-83	Retentions	63,330	37,289	10,239	622	126	111,606
	Suspensions	51,782	34,165	4,609	217	78	90,851
	Corporal Punishment	107,115	65,628	5,915	372	174	179,204
	Expulsions	403	287	25	1	3	719
1983-84	Retentions	65,426	36,673	9,950	623	132	112,804
	Suspensions	56,389	38,553	5,899	242	81	101,164
	Corporal Punishment	94,727	55,914	4,410	413	158	155,622
	Expulsions	617	324	35	2	1	979
1984-85	Retentions	67,310	36,325	10,175	802	170	114,782
	Suspensions	59,053	38,709	5,412	304	113	103,591
	Corporal Punishment	85,274	51,297	3,974	404	158	141,107
	Expulsions	534	328	25	3	3	893
1985-86	Retentions	66,144	35,669	10,788	701	201	113,503
	Suspensions	67,717	43,808	7,445	383	120	119,473
	Corporal Punishment	75,352	44,570	3,804	384	185	124,295
	Expulsions	555	366	41	3	1	966

Retentions reflect grades 7-12; all other categories reflect grades K-12.

Source: Education Information Services, Bureau of Program Support Services, Division of Public Schools, Florida Department of Education.

TABLE 7

PERCENT OF RETENTIONS, SUSPENSIONS, CORPORAL PUNISHMENT, AND EXPULSIONS BY RACE 1982-83 THROUGH 1985-86

STATE OF FLORIDA

		White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Total
1981-82	Retentions	54.3%	34.4%	10.6%	0.6%	0.0%	99.9%
	Suspensions	56.7%	37.9%	5.1%	0.2%	0.1%	100%
	Corporal Punishment	59.2%	36.9%	3.6%	0.2%	0.1%	100%
	Expulsions	54.8%	39.2%	5.0%	0.5%	0.5%	100%
1982-83	Retentions	56.7%	33.4%	9.2%	0.6%	0.1%	100%
	Suspensions	57.0%	37.6%	5.1%	0.2%	0.1%	100%
	Corporal Punishment	60.0%	36.6%	3.3%	0.2%	0.1%	100.2%
	Expulsions	56.1%	39.9%	3.5%	0.1%	0.4%	100%
1983-84	Retentions	58.0%	32.5%	8.8%	0.6%	0.1%	100%
	Suspensions	55.7%	38.1%	5.8%	0.2%	0.1%	99.9%
	Corporal Punishment	60.9%	35.9%	2.8%	0.3%	0.1%	100%
	Expulsions	63.0%	33.1%	3.6%	0.2%	0.1%	100%
1984-85	Retentions	58.6%	31.6%	8.9%	0.7%	0.1%	99.9%
	Suspensions	57.0%	37.4%	5.2%	0.3%	0.1%	100%
	Corporal Punishment	60.4%	36.4%	2.8%	0.3%	0.1%	100%
	Expulsions	59.8%	36.7%	2.8%	0.3%	0.3%	99.9%
1985-86	Retentions	58.3%	31.4%	9.5%	0.6%	0.2%	100%
	Suspensions	56.7%	36.7%	6.2%	0.3%	0.1%	100%
	Corporal Punishment	60.6%	35.9%	3.1%	0.3%	0.1%	100%
	Expulsions	57.5%	37.9%	4.2%	0.3%	0.1%	100%

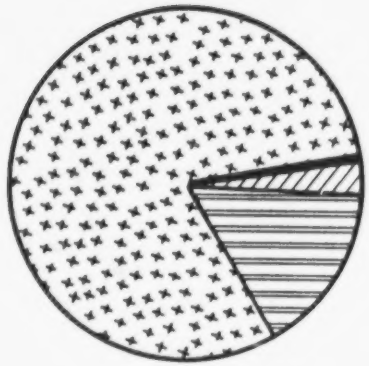
Source: Education Information Services, Bureau of Program Support Services, Division of Public Schools, Florida Department of Education.

Note: Percents may not add to 100% due to rounding.

Appendix M

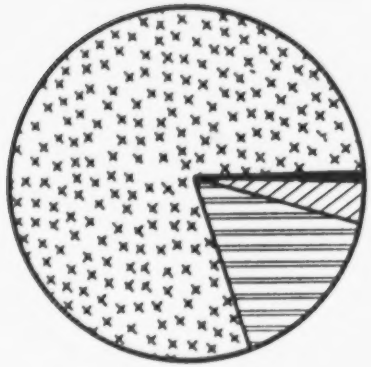
FIGURE 4

PERCENT OF RACIAL/ETHNIC GROUPS AMONG ADMINISTRATORS, TEACHERS, AND STUDENTS STATE OF FLORIDA 1985-86



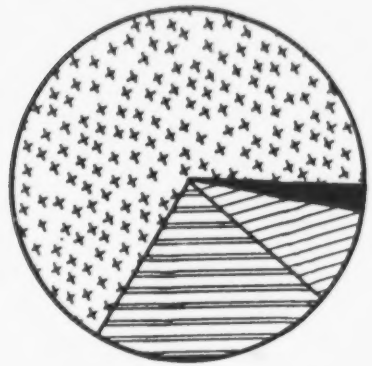
ADMINISTRATORS

WHITE	80.1%
BLACK	16.7%
HISPANIC	3.0%
OTHER	.2%



TEACHERS

WHITE	79.8%
BLACK	16.4%
HISPANIC	3.5%
OTHER	.3%



STUDENTS

WHITE	66.0%
BLACK	23.6%
HISPANIC	9.1%
OTHER	2.3%

LEGEND

WHITE BLACK HISPANIC OTHER

TABLE 8

NUMBER OF FLORIDA NINTH-GRADE STUDENTS

by Race/Ethnicity by Year of Enrollment

	1978	1979	1980	1981	1982	1983	1984	1985	1986	Total	%Change 1978-1986
White	98,398	92,407	88,667	84,879	85,635	91,473	100,111	101,893	97,325	840,788	−1%
Black	29,099	28,290	27,978	27,137	25,992	27,035	28,958	31,744	33,074	259,307	+14%
Hispanic	9,241	9,023	9,842	9,395	9,717	9,575	10,820	12,096	13,092	92,801	+42%
Other	705	890	953	1,045	1,245	1,412	1,647	1,800	1,979	11,676	+181%
Total	137,443	130,610	127,440	122,456	122,589	129,495	141,536	147,533	145,470	1,204,572	+6%

Source: Education Information Services, Bureau of Program Support Services, Division of Public Schools, Florida Department of Education

Appendix O

TABLE 9

NUMBER OF FLORIDA HIGH SCHOOL GRADUATES BY RACE/ETHNICITY

BY YEAR OF GRADUATION

	1982	1983	1984	1985	1986	Total
White	65,867	62,238	60,629	57,577	58,985	305,296
Black	16,520	16,092	16,384	15,014	15,246	79,256
Hispanic	6,080	6,398	6,690	6,142	6,204	31,514
Other	732	777	793	952	1,073	4,327
Total	85,199	85,505	84,496	79,685	81,508	416,393

Source: Education Information Services, Bureau of Program Support Services, Division of Public Schools, Florida Department of Education

Appendix P

TABLE 10

PERCENTAGES OF FLORIDA GRADUATION RATES BY RACE/ETHNICITY

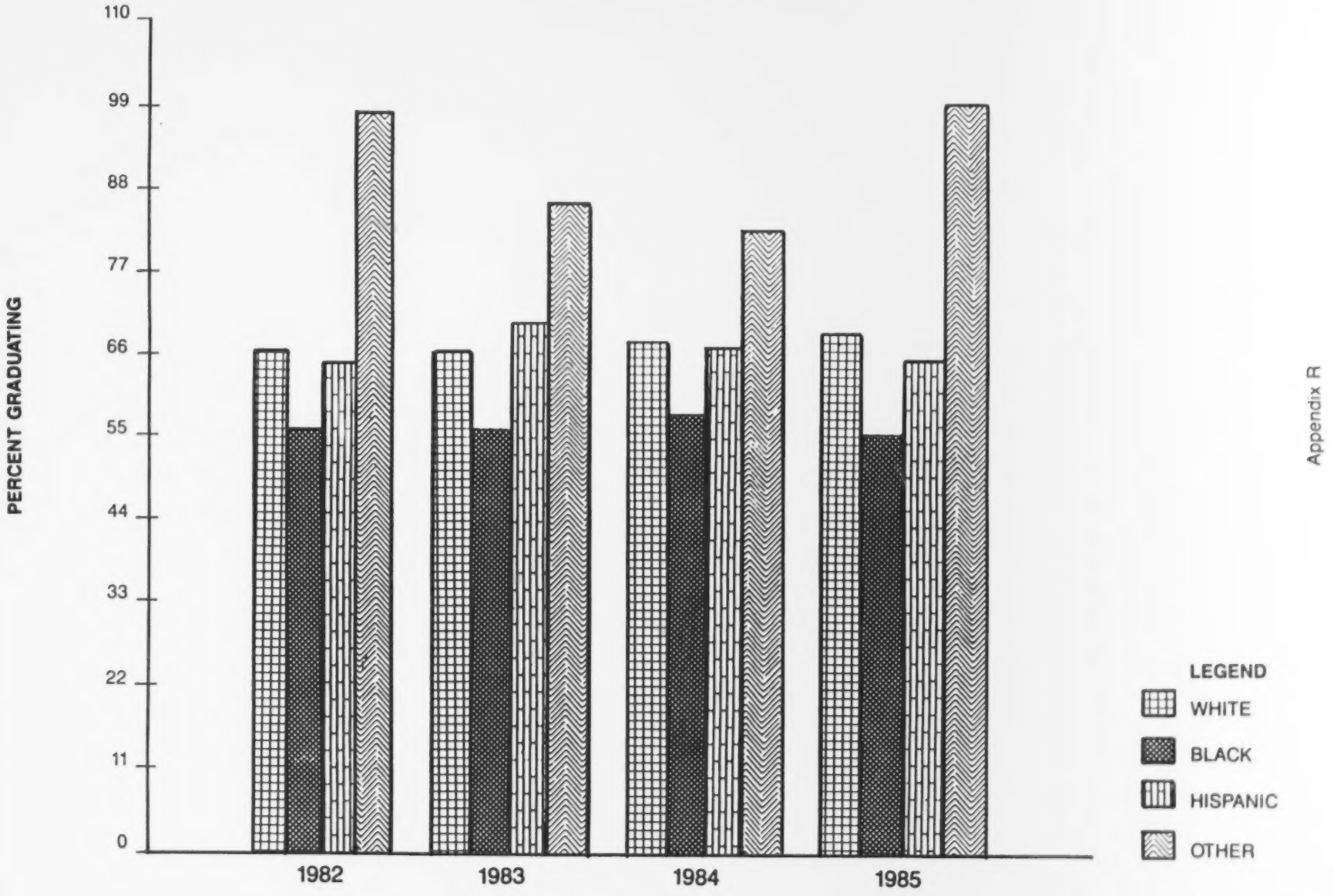
BY YEAR OF GRADUATION

	1982	1983	1984	1985	1986
White	66.9	67.4	68.4	67.8	68.9
Black	56.8	56.9	58.6	55.3	58.7
Hispanic	65.8	70.9	68.0	65.4	63.8
Other	103.8	87.3	83.2	91.1	86.2
Overall	64.9	65.5	66.3	65.1	66.5

Appendix Q

FIGURE 5

FLORIDA GRADUATION RATES BY RACE/ETHNICITY
BY YEAR OF GRADUATION
STATE OF FLORIDA



Appendix R

TABLE 11

NUMBER OF GRADUATES PROJECTED BY HIGH SCHOOL TO ENTER POSTSECONDARY EDUCATION BY RACE

STATE OF FLORIDA

1986

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Total
Florida Public Community Colleges	15,698	3,097	2,655	245	12	21,707
Florida Private Junior Colleges	287	67	16	5	0	375
Florida Public Universities	8,903	1,755	565	213	2	11,438
Florida Private Colleges and Universities	1,964	578	255	40	0	2,837
Non-Florida Colleges and Universities	5,308	1,190	265	91	2	6,856
Florida Technical, Trade, and Other	2,234	847	216	9	2	3,308
Non-Florida Technical, Trade, and Other	536	172	24	3	0	735

Source: Education Information Services, Bureau of Program Support Services, Division of Public School, Florida Department of Education.

Appendix S